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DETERMINING KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS.

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THE VOCATIONAL NEEDS OF THE HOMEMAKER-WAGE EARNER AND WHAT CONTRIBUTION THE HIGH SCHOOL HOME ECONOMICS CURRICULUM MAY MAKE TO VOCATIONAL EDUCATION FOR GAINFUL OCCUPATIONS IN WHICH THE YOUNG WOMEN WILL BE EMPLOYED AFTER HIGH SCHOOL GRADUATION WERE THE GOALS OF THIS STUDY. THE DATA OF THE STUDY WERE OBTAINED FROM (1) QUESTIONNAIRES TO FORMER HOMEMAKING STUDENTS, (2) LETTERS TO EMPLOYERS OF THESE STUDENTS, (3) INFORMATION FROM SCHOOL RECORDS, (4) JOB DESCRIPTIONS AND ANALYSES, AND (5) OPINIONS OF QUALIFIED CONSULTANTS. THE DATA SUGGEST THAT PRESENT-DAY HOME ECONOMICS COURSES MAY BE ENRICHED TO INCLUDE MANY COMPETENCIES NEEDED BY YOUNG WOMEN WHO ENTER GAINFUL OCCUPATIONS WITHOUT REDUCING THE VALUE OF THE CONTENT FOR HOMEMAKERS. THE STUDY SUGGESTS A NEED FOR SPECIAL COURSES IN SOME ASPECTS OF HOME ECONOMICS FOR YOUNG WOMEN WHO EXPECT TO ENTER THE LABOR FORCE AFTER HIGH SCHOOL GRADUATION. (GD)

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DETERMINING KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS

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FOREWORD

More than 30,000 young women were enrolled in vocational homemaking courses in Arkansas high schools in 1965. It is estimated that about three-fourths of these and other young women will enter the labor force in their late teens or early twenties. Many of the young women will enter the labor force without preemployment education other than what they have obtained in vocational homemaking courses. This is due to the limited vocational offerings in some schools and scheduling difficulties in others. These young women will enter the world of work with employment handicaps unless they receive occupational competencies in home economics courses for the occupations they choose to enter after high school graduation.

After high school graduation some of these young women will become employed in gainful occupations in which knowledge and skill in home economics are required. Others will enter occupations in which some competencies that may be included in homemaking courses will be needed to assist the young women in securing and progressing in occupations not necessarily related to home economics.

This study was designed to determine the kinds of gainful occupations in which former homemaking students in Arkansas were employed, and what knowledge and skills the high school courses in homemaking contributed to the employment requirements of these occupations. The information obtained from the study was used to suggest course modifications in high school courses in home economics to better enable these courses to meet the needs of the dual role of the homemaker-wage earner. Some suggestions for new courses in day-school classes in home economics designed to qualify the student for home economics related occupations are also made.

The research study was conducted by Dr. Roy W. Roberts, Professor Emeritus of Vocational Education, University of Arkansas. The members of the home economics education staff of the Arkansas State Department of Education cooperated in planning, securing data, interpreting results, and making recommendations. The research study was supported in part by a contract from the U. S. Department of Health, Education, and Welfare, Office of Education, under the provisions of the Vocational Education Act of 1963.

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DETERMINING KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS

ABSTRACT

About 75 percent of all young women enter the labor force sometime during their teens or early twenties. Frequently the only course in vocational education available to them in high school is that of homemaking. Secondary school curriculums in home economics through the years have been designed almost exclusively for young women who plan to become full time homemakers rather than homemakers-wage earners.

This study is concerned with the vocational needs of the homemaker-wage earner and what contribution the high school home economics curriculum may make to vocational education for gainful occupations in which the young women will be employed after high school graduation. The study is designed to answer the following questions:

(1) What kinds of gainful employment do homemaking students engage in and when do they accept gainful employment?

(2) What information and skills are needed for these gainful occupations?

(3) To what extent is instruction in the information and skills needed for these gainful occupations included in the home economics curriculums?

(4) To what extent may curriculum revisions be made to include units or parts of units containing knowledge and skills needed in the gainful occupations.

The data of the study were obtained from (1) questionnaires to former homemaking students, (2) letters to employers of these students, (3) information from school records, (4) job descriptions and analyses, and (5) opinions of qualified consultants. The questionnaires were handed to 85 teachers with instructions for securing the data requested. Letters were written to 87 firms and individuals requesting information about the preparation for employment of former homemaking students. A two day conference was convened for discussing and evaluating the data and job descriptions.

Data were secured from 1640 former homemaking students who were involved in vocational homemaking courses 10 years ago. About three-fourths of the students were married, 79 percent were high school graduates and 71 percent had been employed in a gainful occupation sometime during the past 10 years. About 37 percent of the former

students reporting continued their education beyond high school and less than one-half of those who enrolled in college completed a four year course.

Most of the former students were employed in clerical, sales and service occupations. The college graduates for the most part were employed as elementary school teachers.

About one-half of the former students indicated that they had acquired knowledge and skill in high school homemaking courses useful to them in their gainful occupations. Specific kinds of knowledge and skills acquired were in the areas of personal relations, clothing selection, grooming, food, and etiquette. The data indicate that the homemaking courses provided competencies concerned with both the technical and personal relations aspects of the occupations.

The panel of consultants found that job descriptions for occupations in which former homemaking students were employed contained references to many competencies usually included in homemaking courses.

The data of the study suggest that present day home economics courses may be enriched to include many competencies needed by young women who enter gainful occupations, without reducing the value of the content for homemakers.

The study suggests a need for special courses in some aspects of home economics for young women who expect to enter the labor force after high school graduation. The courses may include competencies in occupations such as those concerned with the preparation and serving of food, hotel and motel housekeeping, child care, care of the aging, power sewing, technical information for sales persons and home management and home decoration occupations. These courses together with the supplementary information will enable many young women to better fill their inevitable role of homemaker-wage earner.

DETERMING KINDS OF GAINFUL EMPLOYMENT IN WHICH FORMER HOMEMAKING STUDENTS FROM ARKANSAS SECONDARY SCHOOLS ENGAGE, AND WHAT KNOWLEDGE AND SKILLS HOMEMAKING CURRICULUMS MAY CONTRIBUTE TO THESE GAINFUL OCCUPATIONS

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CHAPTER I

INTRODUCTION

The Vocational Education Act of 1963 with its emphasis on gainful employment as contrasted to the useful employment of the previous acts has caused some concern to vocational educators responsible for programs of home economics education. Public school programs of homemaking conducted under the provisions of the Smith-Hughes and George-Barden laws were said to be for useful employment rather than gainful employment.

Federal funds under the provisions of the 1963 Vocational Education Act, and a certain percentage of the authorizations in the Smith-Hughes and George-Barden Acts, may not be used in present day homemaking courses in secondary schools. These funds may be used for education in gainful employment occupations in which knowledge and skills in home economics are required. There are a number of occupations that require knowledge and skills in home economics. These include child day care worker, management aide for housing projects, visiting homemaker, hotel and motel housekeeping aide, domestic and commercial cooks, food service worker, personal wardrobe specialist, and homemaking assistant.

Then too, certain knowledge and skills in home economics are required in occupations in distribution and clerical work. For example, grooming, personality, personal health and hygiene, color combinations, knowledge of textiles and clothing, home decoration and others are needed in many kinds of occupations in industry and business. Frequently, the only course available to girls in high school in which these skills may be acquired is homemaking. To these girls the needed home economics skills acquired are used in gainful occupations as well as the useful occupation of homemaking.

The purpose of this study was to determine the kinds of gainful employment in which former students who were enrolled in homemaking classes in Arkansas a decade ago were employed, and what knowledge and skills these former students acquired in public secondary school courses in homemaking that proved useful to them in their gainful occupations after high school graduation.

STATEMENT OF THE PROBLEM

About 75 percent of all young women enter the labor force sometime during their late teens or early twenties.[1] These young women remain in the labor force for a few months or years, drop out to form families and re-enter the labor force when their children reach school age. The relative number of women in the labor force is increasing. Women constituted about 32 percent of the labor force in 1960 and it

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[1]U.S. Department of Labor, Manpower Report of the President and Report on Manpower Requirements, Resources, Utilization, and Training, The Department, Washington, D.C., 1964, p. 37.

is estimated that by 1975 the corresponding figure will be 35 percent. Most of the increase in the labor force between 1950 and 1960 was due to the entry or re-entry of married women in the labor force.

The Department of Labor has estimated that there will be six million more women working in 1970 than in 1960. This means an increase in the labor force during the 10-year period of 25 percent for women as compared to only 15 percent for men. The Department expects that, except for teenage girls in school and women of sixty-five and over, at least two out of every five women will be in the labor force in 1970.[2]

Relatively few women are employed in professional and managerial occupations other than teaching. Women constituted about one-third of the labor force in 1965, but only four percent of the labor force employed in professional, technical and kindred occupations. The corresponding figure for men was eight percent of the labor force. The kind of education these young women receive will determine largely whether today's young women will find employment in service, operational, and clerical jobs or in professional, managerial, and technical occupations.

Secondary school curriculums in homemaking through the years have been designed primarily for girls who were planning to devote full time to homemaking after graduation. Some variations in this procedure have been made in recent years to take into account the dual role of homemakers. For the most part these adjustments have been designed to

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[2]U.S. Department of Labor, Manpower Challenges of the 1960's, The Department, Washington, D.C., 1960, p. 7. (pamphlet)

to reduce the amount of time and effort required to complete homemaking responsibilities in order that the homemaker may have more time and effort for gainful employment. Little has been done to determine what skills and information will be needed by these girls when they enter gainful employment, and to what extent such knowledge and skills may be included in homemaking curriculums in secondary schools.

Little or no information is presently available in Arkansas concerning the occupational status of girls who have graduated or dropped out of homemaking curriculums in secondary schools. A few schools have some follow-up data, but these data for the most part are incomplete or unavailable. This situation is by no means confined to Arkansas. Very few follow-up studies have been made in any of the states. These data are essential in determining information and skills needed by girls in homemaking who will enter gainful employment in the various occupations available to them.

There were about 400 teachers of vocational homemaking in 391 Arkansas high schools in 1965. These teachers enrolled almost 30,000 girls in their various day-school homemaking classes during that year. These teachers were well qualified for teaching homemaking courses, for teaching some courses involving home economics skills, and for teaching some skills and information needed in gainful occupations other than those concerned with home economics subject matter. They understood many of the social and economic problems affecting the success or failure of girls who enter gainful employment. In the absence of teachers of specific vocations, these homemaking teachers with some inservice education could provide knowledge and skills needed

for clusters of jobs in gainful occupations into which girls enter.

OBJECTIVES

The study was designed to answer a number of questions concerning employment of women in gainful occupations. These were as follows:

(1) What kinds of gainful employment do vocational homemaking students engage in and when do they accept gainful employment?

(2) What information and skills are needed for the gainful occupations?

(3) To what extent is instruction in the information and skills needed for these occupations included in vocational homemaking curriculums?

(4) To what extent may curriculum modifications be made to include units or parts of units containing knowledge and skills needed in gainful employment?

(5) What relationship exists between such factors as size of school, geographical area in which school is located, and experience and qualifications of the teacher to the employment record of the former vocational homemaking students?

RELATED RESEARCH OR BACKGROUND INFORMATION

There has been little research in the scope of employment and instructional needs of the homemaker-wage earner. A few isolated follow-up studies of homemaking students have been made. The staff members in home economics of the Virginia Polytechnic Institute are

presently (1965) engaged in an extensive study of girls who were enrolled in the 10th grade in Virginia High Schools in 1954-55. This study encompasses information concerned with education, employment and occupation, family, and homemaking experience and problems.

A number of articles concerning the dual role of the homemaker-wage earner have appeared from time to time. Dr. Rua Van Horn reports in a recent article[3] that Dr. Louise Stanley, one of the first staff members of the Home Economics Education Branch of the Federal Board for Vocational Education, expressed a concern in the 1920's about the need for funds to enable home economics teachers to offer instruction for wage earning occupations. Dr. Van Horn suggested that home economics had a contribution to make in each of the dual roles of the homemaker.

Marion Blackburn, teacher of homemaking, Middletown Idaho High School, offered some suggestions for high school courses involving the dual role of the homemaker.[4] Miss Blackburn suggested a specific course for high school seniors involving job analyses of selected wage earning occupations.

The members of the Home Economics Division of the American Vocational Association decided at the 1963 AVA Convention to attempt to reach three major goals in their program of work. The first of these goals was concerned with providing experiences that would be useful in

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[3]Van Horn, Rua, "Home Economics Education for Wage Earners," American Vocational Journal, Volume 39, Number 4, April, 1964, Washington, D.C. p. 23.

[4]Blackburn, Marion, "Girls Prepare for Dual Role," American Vocational Journal, Volume 39, Number 7, October 1964, Washington, D.C. p. 27

the dual role of the homemaker-wage earner. The staff members qualified in home economics of the Division of Vocational and Technical Education, U.S. Office of Education, have developed suggested curriculum guides for nine service occupations involving knowledge and skill in home economics. These and other similar items indicate a growing concern for vocational education designed for the homemaker-wage earner.

PROCEDURE

This study was concerned with identifying the knowledge and skills needed by girls who entered gainful employment after completing courses or curriculums in homemaking. The first step in this process was to determine the kind of gainful employment in which homemaking students entered. Next, the knowledge and skills needed for these several occupations was determined from job analyses and descriptions of jobs similar to those in which the former homemaking students were employed. The information was studied and evaluated to determine the extent to which present homemaking curriculums contained the information and skills desired, and the extent to which modifications in courses of study may be made to include some of the needed knowledge and skills.

The study recognized the fact that homemaking curriculums were and should be designed to assist present and prospective homemakers to find solutions and satifactions in the problems and activities of home and family living. The study contains no suggestions, stated or implied, that changes should be made in the major objectives to include competencies needed for gainful occupations at the expense of those needed in home and family living. The study has suggested

that with some modifications and emphases, present day homemaking curriculums can provide some competencies needed by young women who enter gainful occupations.

This study was limited to former homemaking students from Arkansas high schools. The schools selected were further limited to those in which the present homemaking teacher had taught in the same school for 10 or more years prior to 1965. An attempt was made to get information from each student enrolled in the first year homemaking courses during the 1955 school year.

The data of this study were obtained from (1) questionnaires to former students, (2) job descriptions and analyses of occupations in which former homemaking students were employed, (3) information from school records in the Arkansas State Education Department, and (4) opinions of a panel of qualified consultants in vocational education. The questionnaire to students was designed to secure information concerning education, marital status and employment records of former homemaking students. It was formulated by an advisory group consisting of the state director and four state supervisors of vocational home economics education of the Arkansas State Department of Education, and the principal investigator of the study.

The questionnaire was tried out in five schools in which the same homemaking teacher had been employed for the past 10 years (1955 to 1965). The principal investigator visited two of these schools, explained the purpose of the study, and assisted the teacher in securing the necessary data. The teachers were cooperative, and satisfactory results were obtained. Teachers in three schools were

sent a supply of questionnaires by mail with instructions for securing the necessary data. The returns were not as satisfactory as desired and the advisory group decided that a personal visit should be made to each teacher for the purpose of explaining the forms for recording the data. The director and the four state supervisors of homemaking education in the Arkansas State Department of Education agreed to undertake this responsibility in their respective supervisory districts.

The questionnaires were distributed to the teachers during the months of January and February 1965. The writer accompanied the director and each of the supervisors on the first visits for the purpose of assisting the supervisors in giving uniform instructions to the cooperating teachers for securing the data. The procedure followed was for the writer to spend one day with the director and one day with each supervisor, during which time two or three teachers were visited each day. The teachers visited expressed an interest in the study and each agreed to obtain the data required for the study.

All teachers were asked to write in as much of the information desired as they could and to obtain the remainder either by personal interview, letter, or telephone, from the individual students. The teachers were asked to return the questionnaires by May 1, 1965. Information was obtained from three schools in which the teachers who taught homemaking in 1955 had left the schools prior to the beginning of the study. The former homemaking teachers and school counselors assisted in securing the data from these three schools. Information concerned with job descriptions and job analyses of gainful occupations similar to those in which former homemaking students were employed was secured.

A panel of consultants selected by the advisory committee and consisting of persons qualified in home economics education and in the gainful occupations into which homemaking students were employed was convened to study the results obtained from the questionnaires, job descriptions, and data from the Arkansas State Department of Education. This meeting was held for the purpose of attempting to determine what information and skills in home economics needed for gainful occupations may be included in parts of units, entire units, or special courses in the vocational homemaking curriculum.

Two outside consultants were employed to assist in this determination. These were Mrs. Marie Huff, director, home economics education, Missouri State Department of Education; and M. J. DeBenning, state supervisor of distributive education, Oklahoma State Department of Education. The other members of the panel consisted of Miss Frances Rudd, state director; Miss Melba Lee Moore, Mrs. Velma Shaffer, Mrs. Rebecca Turner, and Mrs. Nannie Lou Wulff, state supervisors of home economics education, and Mrs. Myra Mosier, state director of distributive education; all of the Arkansas State Department of Education; Mrs. Ava Gray, teacher educator, University of Arkansas; Mrs. Doris Gresham, homemaking teacher, Fordyce Public Schools; and Dr. Roy W. Roberts, principal investigator, and Mr. W. J. Clemence, Jr., graduate assistant, University of Arkansas.

LOCATION OF PARTICIPATING SCHOOLS

The schools attended by the former students participating in the study were located in 51 of the 75 counties of the state (Figure 1). These counties are ordinarily grouped for studies similar to this one

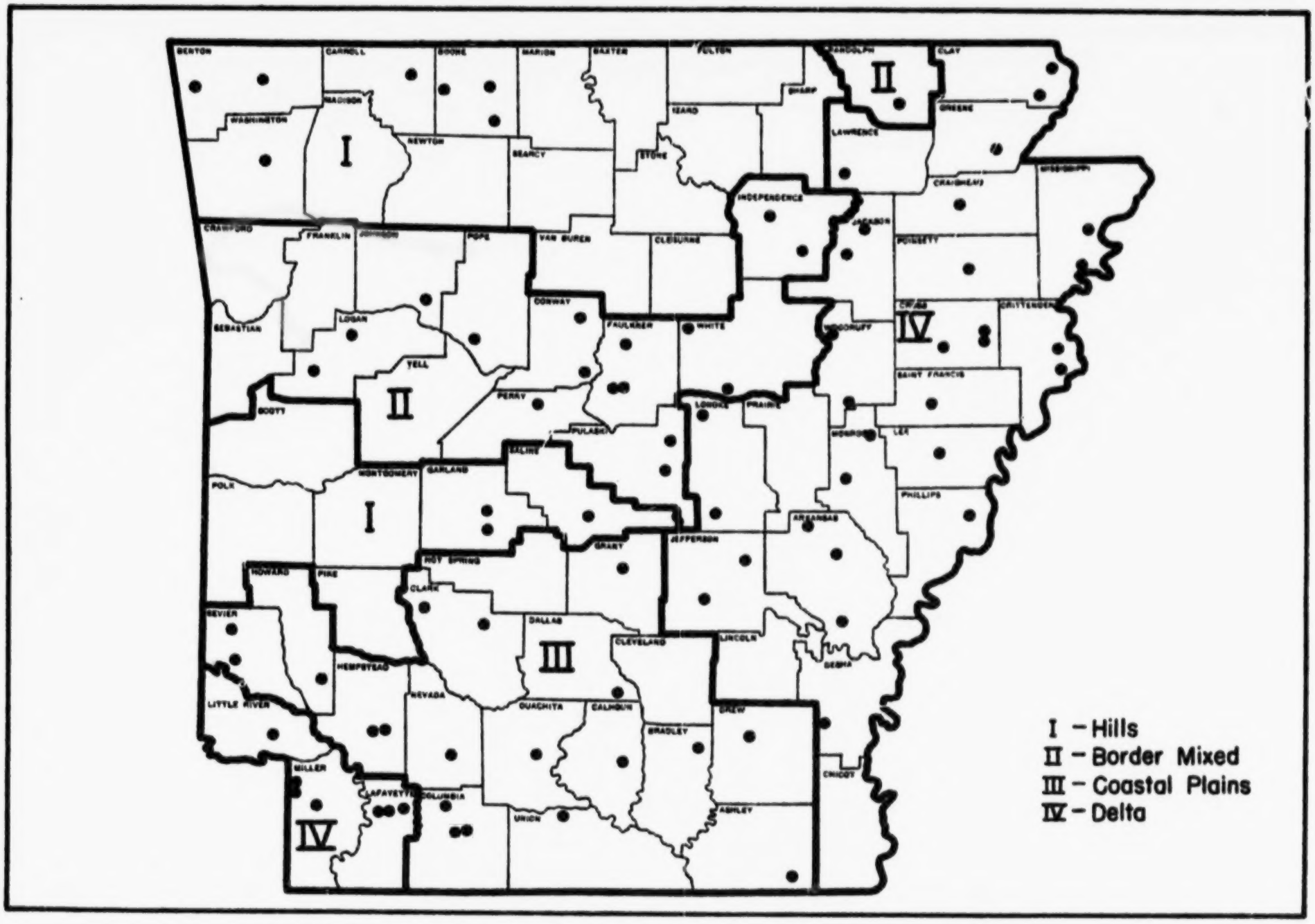

FIG. I. Designation of Topographical Areas and Schools Participating in the Study of Former Homemaking Students in Arkansas.

into four subdivisions or topographical areas. These are referred to as (1) hills, (2) border mixed, (3) coastal plains, and (4) delta. These areas differ in topography, soil types, density of population, income per family, school attendance and other factors.

The 21 hill counties are located in the Ozark, Boston Mountains and Ouachita highlands. The 1960 population of these counties was 309,000 which was 17 percent of the state's total population. The population per square mile was 21 persons as compared to a state average of 34 persons. About 14 percent of the families in this area had incomes of less than $1,000 per year. The ratio of high school enrollment to persons 14 to 17 years of age was 91 percent, somewhat above the state average of 84 percent. There were 69 vocational homemaking teachers in these counties in 1955 and 10 of these participated in the study.

The 14 border-mixed counties, as the name indicates, have both uplands and low lands, and fertile and less fertile soils. The 1960 population of the border-mixed counties was 513,000 or 29 percent of the state total. The population density was 52 persons per square mile, which exceeded that of any other area. Ten percent of the families had a family income of less than $1,000 in 1960 and the ratio of high school enrollment to persons 14 to 17 years of age was 92 percent. There were 73 teachers of vocational homemaking in these counties in 1955 and 18 of them participated in the study.

The coastal plains area includes 14 counties in the southern half of the state. This is an area of rolling, sandy land, much of which is in pine forests. These counties had a population of 287,000 persons

in 1960. This was 16 percent of the total population of the state. The density of population was 25 persons per square mile, and 14 percent of the families had a family income of less than $1,000 in 1960. About 91 percent of the persons 14 to 17 years of age in this area was in high school in 1960. There were 86 vocational homemaking teachers in the area in 1955 and 19 of them participated in the study.

The 21 delta counties of eastern Arkansas include an area of flat lands and fertile soils. The 1960 population of the delta counties was 678,000 which was about 42 persons per square mile of land area. The delta counties had 38 percent of the state's population in 1960. About 18 percent of the population had family incomes of less than $1,000 in 1960, and 73 percent of the population 14 to 17 years of age was enrolled in high school. This area had 145 vocational homemaking teachers in 1955, and 38 of them participated in the study.

The data indicated that about 23 percent of the 373 vocational homemaking teachers in the state at the time of the study participated in the study. The range of participation was from about 14 percent in the hill counties to 26 percent in the delta counties. The percentage of particpation in the border and coastal plains counties was 25 and 22 percent respectively. The low percentage of participation in the hill counties was caused by the small number of teachers who had taught in the same school since 1955. All teachers in this area who were eligible on the basis of tenure participated in the study.

THE PARTICIPANTS

A total of 1,640 former homemaking students returned the

questionnaires of the study. The data indicated that 42 percent of these former students had been enrolled in schools in the delta counties (Table 1). The percentage of former students from the hill counties was 11 percent. The border-mixed and coastal plains areas had 22 percent and 25 percent of the former students respectively. Relatively more former students from the coastal plains area participated in the study.

About two-thirds of the former students reporting attended school in school districts having an average daily attendance of less than 1,000 students (Appendix, Table 1). Only nine percent of the students reported that they attended school with an average daily attendance of 2,000 or more students. There were 327 school districts in 1960 with an average daily attendance of less than 1,000 students. This is 80 percent of the total number of school districts in the state.

Fifty-three of the 85 vocational homemaking teachers reporting had been teaching home economics classes less than 10 years in 1955--the year the students participating were first enrolled in home economics (Table 2). These teachers, representing 61 percent of all vocational homemaking teachers reporting, were instructing 63 percent of the students at the time indicated above.

About 52 percent of the former homemaking students included in the study are presently (1965) living in Arkansas, one half of whom are living in the same towns in which the secondary schools they attended were located (Appendix, Table 2). A total of 28 percent of the former students had moved to states other than Arkansas or to the border states at the time the study was made. According to the U.S. Census, about

TABLE 1. TOPOGRAPHICAL AREA OF COUNTY IN WHICH SCHOOL WAS LOCATED THAT WAS ATTENDED BY FORMER HOMEMAKING STUDENTS, ARKANSAS

Topography of county	Students reporting	
	Number	Percent
(1)	(2)	(3)
Hills	181	11
Border mixed	362	22
Coastal plains	400	25
Delta	694	42
Total	1,640	100

TABLE 2. RELATION OF EXPERIENCE OF HOMEMAKING TEACHER, NUMBER OF HOMEMAKING TEACHERS AND NUMBER OF STUDENTS, FORMER HOMEMAKING STUDENTS, ARKANSAS

Experience of homemaking teacher (years)	Number of teachers	Number of former students
(1)	(2)	(3)
Less than 5	26	450
5 - 9	27	585
10 - 14	24	433
15 - 19	3	16
20 or more	5	156
Total	85	1640

49 percent of the population of the state resided in the same house in 1960 as in 1955.

Some of the former students did not reply to all questions pertinent to them and their work. The overall sample and the total number reporting for each item are given in most of the tables so that comparisons of factors may be made by the reader. The data indicated that the population sample is representative of the state as a whole.

PLAN OF STUDY

This introductory chapter is followed by Chapter II which is titled Statistical Data from Former Homemaking Students. Chapter II contains data concerned with the students participating, the gainful occupations in which the students were employed, and the skills they acquired and used in the gainful occupations in which they were employed.

The special equipment of the computing center at the University of Arkansas was used to process the data obtained from the questionnaires. An attempt was made to show relationships of various factors concerned with education, marital status and work experience to such other factors as geographical area, size of school and experience of the homemaking teacher. The data of the study also suggested other relationships and treatments pertinent to the problem.

The former students and their employers were asked to comment concerning the extent to which the knowledge and skills acquired in homemaking were used in gainful employment. Some of these comments classified according to the occupation in which the former students were employed are included in Chapter III.

A description of the procedure used and results obtained from the panel of consultants together with some suggestions for modifying the courses of study in home economics are shown in Chapter IV. The summary and conclusions are given in Chapter V. An appendix containing additional statistical tables, a listing of the various occupations in which the former students were employed, and a copy of the questionnaires completes this publication.

CHAPTER II

STATISTICAL DATA FROM FORMER HOMEMAKING STUDENTS

The purpose of this chapter was to analyze and evaluate the information secured on the questionnaires to former homemaking students in Arkansas high schools. The analysis included information concerning the relationships of such factors as topography of county in which the school attended by the student was located, the average daily attendance of the school district, and the experience and qualifications of the teachers; to personal factors, educational background, gainful employment and skills acquired in homemaking classes and used in gainful employment.

This chapter was designed to answer such questions as the kinds of gainful employment in which the former students engaged, the information and skills acquired in home economics courses and used in gainful employment, and the extent of this information and its relationships to the former students participating in the study. The data of this chapter were grouped into the following divisions, (1) personal characteristics, (2) educational background, (3) gainful employment, and (4) skills acquired and used.

PERSONAL CHARACTERISTICS

A total of 1,252 or 76 percent, of the former students reported that they were married (Table 3). The proportion of former students who were married was somewhat higher among former students who attended school in the border mixed and hill counties than in the coastal plains

TABLE 3. RELATION OF TOPOGRAPHY OF COUNTY IN WHICH THE SCHOOL HOMEMAKING STUDENTS ATTENDED WAS LOCATED AND HOMEMAKING STUDENTS WHO ARE NOW MARRIED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Topography of county	Number of former students	Former students who are now married	
		Number	Percent
(1)	(2)	(3)	(4)
Hills	181	144	80
Border mixed	365	314	86
Coastal plains	400	289	72
Delta	694	505	73
Total	1640	1252	76

and delta counties. The percentage of married women among the total number of females in the United States, 20 to 24 years of age, was 69 percent in 1960. The comparable percentage for the State of Arkansas was 71 percent. These data indicate that the marriage rate for former students who had enrolled in homemaking courses in high school was somewhat higher than comparable statistics for the state and nation.

About 79 percent of the former students reporting were high school graduates (Table 4). There was no apparent difference among former students who attended schools located in the four topographical areas of the state. The data indicated that 71 percent of the former students had been employed at some time during the 10-year period of the study. The relative number employed was somewhat higher among former students who attended schools located in the hill and border mixed counties.

Ten percent of the former students completed four years of homemaking courses in the high school (Appendix, Table 3). Almost three-fourths of the students completed either two or three years of homemaking. Very few of the schools of the state were offering four years of homemaking at the time of the study and the data shown in this table were representative of the secondary school offerings in homemaking.

A total of 249 former students reporting, married before high school graduation (Table 5). This number represented 23 percent of the total number reporting time of first marriage. Almost three-fourths of the students reporting time of marriage were married before or after high school graduation, and only 28 percent during college and after college graduation. Most of the former students who married

TABLE 4. RELATION OF TOPOGRAPHY OF COUNTY IN WHICH THE SCHOOL HOMEMAKING STUDENTS ATTENDED WAS LOCATED, PERCENTAGE OF HIGH SCHOOL GRADUATES AND PERCENTAGE WHO WORKED FOR SOME TIME AT GAINFUL EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS.

Topography of county	Number of former students	Percentage of high school graduates	Percentage who are or have been gainfully employed
(1)	(2)	(3)	(4)
Hills	181	78	85
Border mixed	365	79	76
Coastal plains	400	75	70
Delta	694	77	65
Total	1640	79	71

TABLE 5. TIME OF FIRST MARRIAGE, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time of first marriage	Students reporting	
	Number	Percent
(1)	(2)	(3)
Before high school graduation	249	23
After high school graduation	536	49
Freshman year of college	64	6
Sophomore year of college	67	6
Junior year of college	34	3
Senior year of college	13	1
After college graduation	138	12
Total	1101	100

before high school graduation and were employed at the time of the study (1965), were employed in clerical, sales and service occupations (Appendix, Table 4). Most of the former students employed in professional and managerial occupations were married after college graduation. The largest number of students reporting were married after high school graduation and before college and most of these former students were employed in clerical and sales occupations.

About 39 percent of the former students who were married had two children (Appendix, Table 5). Thirty-one percent of the former students reporting, had one child and 12 percent had four or more children.

A total of 317 former students dropped out of school before high school graduation (Table 6). The principal reason for dropping out was to get married. Very few dropped out because of the necessity for securing employment. A total of 83 dropouts were employed at the time the questionnaire was completed and 49 of these had dropped out of school to be married. Most of the dropouts who married were not employed, but were full time homemakers. The fact that these former students failed to obtain a high school diploma limited their occupational opportunities.

EDUCATIONAL BACKGROUND

A total of 218 former homemaking students attended a business college or technical school after high school graduation (Table 7). The questionnaires indicated that 391 former students attended a college or university. There was some evidence to show that a proportionately larger number of former students from schools in larger districts attended business and technical schools and colleges. For

TABLE 6. RELATION OF SCHOOL DROPOUTS AND PRESENT EMPLOYMENT STATUS, FORMER HOMEMAKING STUDENTS, ARKANSAS

Reason for dropout	Number of former students who were dropouts	Number dropouts presently employed in gainful work	Number dropouts who are homemakers and not employed
(1)	(2)	(3)	(4)
Married	200	49	151
Moved	41	11	30
Illness	18	6	12
Employment	19	9	10
Other	29	7	22
Not indicated	10	1	9
Total	317	83	234

TABLE 7. RELATION OF AVERAGE DAILY ATTENDANCE OF SCHOOL DISTRICT AND NUMBER OF STUDENTS WHO CONTINUED THEIR FORMAL EDUCATION BEYOND HIGH SCHOOL, FORMER HOMEMAKING STUDENTS, ARKANSAS

Average daily attendance of school district	Number of former students	Students who attended college indicated	
		Business college or technical school	Junior or senior college
(1)	(2)	(3)	(4)
Less than 500	312	46	59
500 - 999	766	80	184
1000 - 1499	300	25	67
1500 - 1999	124	20	40
2000 - 2499	45	11	17
2500 or more	93	21	24
Not indicated		15	
Total	1640	218	391

example, 30 percent of the former students who attended academic colleges were from schools in districts with 2,000 or more students in average daily attendance. The corresponding figure for schools in districts of less than 1,000 was 23 percent.

Most of the former students reporting, who attended a business college, enrolled in stenography, bookkeeping, or clerical work (Appendix, Table 6). Stenography appeared to be the most popular of the three subjects. Former students who attended technical schools enrolled for courses in cosmetology, registered nursing, and practical nursing in the order indicated.

Less than one-half of the former students who enrolled in a college or university completed four years of college work (Appendix, Table 7). About one-fourth of the former students dropped out at the end of the first year. A total of 153 former students reported graduation from college (Appendix, Table 8). Most of these former students (67 percent) received the degree of bachelor of science. Five former students had received an advanced degree at the time the questionnaires were completed.

The educational background of the former students was reflected in their present (1965) employment. Most of the former students who were employed in the professional and managerial categories in 1965 were employed as elementary and secondary school teachers (Appendix, Table 9). All these former students enrolled in college or university courses. Most of the clerical and secretarial workers graduated from high school and more than one-half of them attended a business college, technical school or academic college. On the other hand, former students who were employed as cooks, waitresses, maids, factory workers and

dressmakers completed high school, but did not continue their education beyond high school.

A total of 106 former students who attended college enrolled in elementary education as their major subject (Table 8). This represented 27 percent of the former students reporting subjects studied and was the largest single category reported. Fifteen percent of those students reported that their major subject in college was home economics.

GAINFUL EMPLOYMENT

Table 6 indicated that about 71 percent of the former students reporting were or had been employed at gainful occupations sometime during the 10-year period from 1955 to 1965. These former students were employed at various times during and after high school and college. There were 2,088 employments reported indicating that many of the 1,168 students who reported that they had been employed, worked at various times during the reporting period (Table 9). For example, 463 students worked before high school graduation and 576 after high school graduation. A total of 240 of the former students (52 percent) who worked before high school graduation worked at gainful occupations that were related to home economics and required some knowledge and skill in home economics. Many of these occupations were classified as personal service occupations. Twenty-nine percent of the former students who were employed at the time the questionnaires were completed were in gainful occupations in which some knowledge and skill in home economics were needed.

Most of the gainful employments of former students were in

TABLE 8. MAJOR SUBJECT STUDIED BY STUDENTS WHO ATTENDED A COLLEGE OR UNIVERSITY, FORMER HOMEMAKING STUDENTS, ARKANSAS

Major subject studied	Students who studied subjects	
	Number	Percent
(1)	(2)	(3)
Home economics	57	15
English	29	8
Social sciences	14	4
Mathematics	7	2
Physical education	6	1
Elementary education	106	27
Other education	26	7
Music	19	4
Other	84	21
Major subject not indicated	43	11
Total	391	100

TABLE 9. RELATION OF TIME OF EMPLOYMENT AND WHETHER OR NOT OCCUPATION IN WHICH STUDENT WAS EMPLOYED WAS ONE RELATED TO HOME ECONOMICS, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time student was employed	Number of former students	Students indicating that occupation was home economics related	
		Number	Percent
(1)	(2)	(3)	(4)
Before high school graduation	463	240	52
After high school graduation	576	175	30
Before completion of college	215	26	12
After college graduation	232	12	5
Present employment	602	176	29
Total	2088	629	33

Arkansas, and 37 percent were in the same town or county in which the school they attended was located (Table 10). The 602 former students who are presently (1965) employed, indicated that 210 of the places of employment (35 percent) were outside of the State of Arkansas. A study of the various times former students were employed during the 10 year period of the study indicated that 212, or 13 percent, worked before high school graduation only, and 432, or 26 percent, worked after high school graduation only (Appendix, Table 10). Sixteen percent were not employed during the period of the study and 13 percent did not indicate whether or not they were employed.

Most of the former students who were employed before high school graduation (84 percent) worked at part time jobs (Appendix, Table 11). Only 22 percent worked at part time jobs after high school graduation. Six percent of the former students reporting worked part time after college graduation.

Most of the employments of former students were in clerical, sales and service occupations. A total of 1,449 of the 2,088 employments were in these three categories (Appendix, Table 12). Employments in service occupations were somewhat higher for former students who worked before high school graduation. Employments in clerical and sales occupations were higher after high school graduation, before completion of college and after completion of college.

A study of the 602 former students presently (1965) employed indicated that 167 or 28 percent were employed in professional and managerial job categories, and 204, or 34 percent, were employed in clerical and sales positions (Table 11). The former students employed

TABLE 10. RELATION OF TIME OF GAINFUL EMPLOYMENT AND PLACE OF EMPLOYMENT WITH REFERENCE TO LOCATION OF HIGH SCHOOL ATTENDED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time of gainful employment	Number of employments of former students	Number employed in			
		Same town or county	Other Arkansas counties	Other states	Not indicated
(1)	(2)	(3)	(4)	(5)	(6)
Before high school graduation	463	345	30	29	59
After high school graduation	576	245	139	153	39
During college	215	61	81	53	20
After college	232	26	95	89	22
Present employment	602	200	149	210	43
Total	2088	877	494	534	183

TABLE 11. OCCUPATIONAL GROUPS IN WHICH FORMER STUDENTS ARE PRESENTLY EMPLOYED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Occupational group	Former students presently employed	
	Number	Percent
(1)	(2)	(3)
Professional and managerial (167)		
Professional	141	23
Semi-professional	16	3
Managerial and official	10	2
Clerical and sales (204)		
Clerical	185	31
Sales	19	3
Service occupations (133)		
Domestic service	47	8
Personal service	85	14
Building service	1	*
Agriculture	2	*
Skilled	4	1
Semi-skilled	69	11
Unskilled	23	4
Total presently employed	602	100

*Less than one percent

in the professional category, most of whom were elementary and secondary school teachers, accounted for 23 percent of the professional and managerial occupations. Most of the former students employed in the clerical and sales category in 1965 were in clerical or office occupations. The service occupations employed 22 percent of whom most were in personal service and the semi-skilled occupations. Factory type occupations in foods and textiles employed 11 percent. A total of 176, or 29 percent of the former students presently (1965) employed, were in home economics related occupations (Appendix, Table 13). The topography of the county in which the school was located had little effect on the number of former students employed in home economics related occupations. There was some indication that former students from schools in the hill counties were less likely to find employment in home economics related occupations than students from delta counties.

A study of the employment history of former students was made to determine the kinds of gainful employment in which the former students were engaged at various times during their work experience. This study revealed that former students who were employed in professional and managerial occupations after college graduation were more frequently employed in clerical and sales occupations after high school and during college. Former students employed in secretarial positions after they graduated from college were employed in similar or related positions after high school graduation. Many technicians began their work experience in personal service occupations.

Former students employed in office occupations at the time the questionnaires were completed, were for the most part, employed as

office workers during and after high school graduation. Students employed in personal service occupations such as maids, family cooks, housekeepers, and hospital attendants had made little change in their occupations since their first employment.

SKILLS ACQUIRED AND USED

The former students were requested to indicate whether or not any knowledge and skills acquired in secondary school home economics classes were used in occupations in which they were gainfully employed. A total of 777 former students, which represented almost one-half of the total number reporting, indicated that some knowledge and skills acquired in home economics classes were used in gainful occupations (Table 12). There were some variations among former students grouped according to average daily attendance of school district in which they were enrolled, but no marked trend. About 78 percent of the 93 former students from districts of 2,500 or more students in average daily attendance reported that knowledge and skill were acquired and used. The corresponding percentage for school districts having an average daily attendance of 500 to 999 was 43 percent. Districts with the largest number of former students reporting were grouped around the mean for all students reporting. The former students indicated that acquired skills were used more frequently in present (1965) employment, in positions in which students were employed before high school graduation and in positions after high school graduation (Appendix, Table 14).

The former students were asked to indicate the number of skills

TABLE 12. RELATION OF AVERAGE DAILY ATTENDANCE OF SCHOOL DISTRICT AND NUMBER OF STUDENTS WHO INDICATED THAT KNOWLEDGE AND SKILLS ACQUIRED IN HOME ECONOMICS WERE USED IN GAINFUL EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS

Average daily attendance of school district	Number of former students	Former students who indicated knowledge and skills acquired and used	
		Number	Percent
(1)	(2)	(3)	(4)
Less than 500	312	142	46
500 to 999	766	329	43
1000 to 1499	300	148	50
1500 to 1999	124	73	59
2000 to 2499	45	12	27
2500 or more	93	73	78
Total	1640	777	47

they had acquired in their homemaking courses. The numbers reported ranged from one to five or more (Table 13). About two-thirds of the former students reported two or fewer skills were acquired and used. About nine percent of the former students reported that four or more skills were acquired and used.

Among the kinds of knowledge and skills acquired and used most frequently were those involving personal relations, clothing, grooming, food and etiquette, (Table 14). Preparation of food, selection of clothing, and getting along with others were mentioned most frequently by the 800 former students who reported skills acquired and used in these three categories (Appendix, Table 15). About 44 percent of the 800 former students reporting mentioned that knowledge and skills involved in personality and personal relations were acquired in homemaking classes and used in gainful employment. Home management skills involving budgeting of time, care of the home, and budgeting money were reported by 112 former students (Appendix, Table 16). Budgeting time was mentioned most frequently by these students.

SUMMARY

The data of Chapter II indicate that 76 percent of the former students were married, of which 23 percent were married before high school graduation, 79 percent were high school graduates, and 71 percent had been employed in a gainful occupation sometime during the 10 year period 1955 to 1965. Most of the former students reporting completed either two or three years of homemaking in the secondary schools. A total of 317 of the former students dropped out of school before high

TABLE 13. THE NUMBER OF SKILLS PER INDIVIDUAL REPORTED ACQUIRED AND USED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Number of skills reported per student	Students reporting skill	
	Number	Percent
(1)	(2)	(3)
One	301	39
Two	239	31
Three	164	21
Four	57	7
Five or more	16	2
Total	777	100

TABLE 14. KINDS OF SKILLS ACQUIRED IN HOMEMAKING COURSES AND USED IN GAINFUL EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS

Kinds of skills used in gainful employment	Number of students indicating that skills were acquired and used
(1)	(2)
Home Nursing and First Aid	23
Foods	169
Clothing	279
Housing	7
Home Management	112
Child Care	66
Health and Hygiene	25
Personal Relations	352
Grooming	275
Cleanliness	32
Use of Color and Design	16
Safety in Home	1
Flower Arranging	2
Neatness	52
Home Crafts	6
Etiquett	118
Choosing and Applying for Job	41
Total	1576

school graduation and most of these left school to be married.

About 37 percent of the former students reporting continued their education beyond high school, proportionately more of whom were from the larger school districts. Stenography appeared to be the most popular course for students who attended business college and cosmetology for those attending a technical school. Less than one-half of the former students who enrolled in college completed the bachelors degree and most of those who completed a degree secured employment in the teaching profession. Elementary education was a popular major in college with 15 percent reporting a major in home economics.

Most of the former students found employment in office occupations and in retail sales. About one-third of the former students obtained employment in occupations related to home economics. About two-thirds of the employments reported were in the State of Arkansas with 37 percent in the same county in which the former students attended school.

The former students indicated that knowledge and skills acquired in homemaking courses had helped them in their gainful occupations. These knowledge and skills were used most frequently in occupations after high school graduation and in present (1965) employment. Specific kinds of knowledge and skills reported acquired and used were in the areas of personal relations, clothing selection, grooming, foods and etiquette. The data indicated that homemaking courses are providing competencies useful in gainful employment not only in the technical aspect of home economics, but also in personality factors.

CHAPTER III

COMMENTS BY FORMER STUDENTS AND EMPLOYERS

The questionnaire to former students provided space for comments concerning the extent to which the knowledge and skills acquired in homemaking courses assisted the former student to obtain a job and progress in her employment. The Advisory Committee suggested that some information from employers would be helpful in evaluating and supplementing the response made by the former students. This information is contained in this chapter.

FORMER STUDENT COMMENTS

Many comments were received from the former students. Some students wrote personal letters to their teachers concerning the values they had obtained from courses in homemaking. Some of the comments indicated the overall value of homemaking and some comments were concerned with the need for specific skills not ordinarily included in a homemaking course. A number of comments were concerned with the value of homemaking in and around the home of the student. Some of these comments made by former students engaged in various kinds of occupations are shown below.

Airline stewardess. As an airline stewardess I found numerous things helpful to me that I had learned in home economics such as good posture, grooming, how to meet people and to sum it up--just to be a good gracious hostess.

Advertising salesperson. Both sewing and interior decoration

have become hobbies of mine. I strongly recommend a girl take as many years of homemaking as possible, whether she is planning a career of gainful employment or, best of all, homemaking.

Fashion model. My job as a model requires eating the right foods, being well dressed and knowing how to meet people. I learned this from my homemaking courses.

Cashier and salesperson. All my work has been cashier and sales work. I think my home economics may have helped me in my relationship with the public I serve.

Salesperson - department store. My knowledge I obtained as to correct fitting, selection of clothes, choice of colors, correct ways of sewing, how to follow recipes have been most valuable in my work and running a home. I don't need domestic help if I manage well, so that's money earned. While working, good grooming and good manners are important.

Salesperson. When I first went to business school, I took a job up town to help with expenses. The only self-confidence I had for meeting the public dated back to our homemaking classes. I was ever grateful for those few lessons and wished for more.

Salesperson in flower shop. We studied flower arrangements and also in our Christmas crafts units learned a a lot about arrangements. The importance of voice presentation which I learned from greetings and introductions in the personality unit has helped also.

Salesperson - jewelry store. I worked in the china and crystal and the silverware departments in a jewelry store. I arranged tables for brides' showers. My homemaking class was where I learned table

setting and other things to do with crystal and silverware.

Furniture saleswoman. Home furnishing, furniture arrangement, hanging or mounting pictures, color in the home and flower arrangement played an important role in success in my job. Good grooming, I think, is the first important step in securing a job.

Salesperson - woman's fashion store. I worked in a fashion shop which is not directly related to homemaking, but I do think that the principles that I learned in color combinations and colors becoming to the complexion were of help to me in my work.

Secretary and receptionist. Our studies in personality, good grooming and poise helped me in obtaining my jobs. Our studies about budgeting, home management, cooking and sewing enables me to run my home while working out.

Secretary and receptionist. I learned importance of neatness of appearance and proper clothing, and make-up. Very important also is the ability to get along with co-workers and people around you. A skill very important and useful to my marriage is knowing how to budget our money and how to take care of my family.

Secretary. I learned in my home economics class how to dress properly for office work and how to use different accessories. The fellowship with girls at FHA meetings helped me in meeting people with different personalities and therefore, now helps me associate better with my co-workers. Home economics also taught me about budgeting money and it now comes in pretty handy.

Bank clerk. The importance of dressing properly,tips on good grooming, such as nicely shaped nails at a moderate length, and use

of proper make-up are things I learned in home economics that are helpful to me.

Bank clerk. Homemaking helped me to learn to speak well, develop a pleasing personality, dress correctly, be neat and clean and the correct way of doing things.

Personal shopper. By taking home economics in school, I learned about fashions which has helped me in my work, and I learned about being well groomed, I also learned about home work and balanced diet which helps when you have your own family to take care of.

Recorder. For the type of work I am presently engaged, my homemaking courses aided me in knowing the proper dress for office work--cleanliness, neatness, and also office etiquette.

Bookkeeper (IBM). My courses in home economics helped me in handling personal relations with people, poise and voice training for public work and talking with customers on the phone. Personal appearance and good grooming are also important in my work. Making my own clothes is a savings to me.

IBM key-punch operator. I think what has been most helpful were our good grooming and personality units. Homemaking helped us learn the importance of cleanliness and being able to get along with all kinds of people and being able to put ourselves on a schedule in which we would have time to do the things we need to do.

IBM data processing clerk. My homemaking courses were the beginning of my overcoming a terrible inferiority complex. It was in those classes that I began building my self-confidence. Also, I learned many helpful pointers in the field of grooming and fashion.

Billing clerk and junior bookkeeper. Being honest, doing the best work I know how, being on time at work, dressing appropriately for work, keeping my desk and work neat and in order, and showing respect to my supervisors are things I learned in homemaking courses.

Clerical-postmaster. The most important information I retained was confidence and poise to handle myself as a lady in any situation.

Cafe proprietor. I operate a cafe and the things I learned in homemaking in meal planning have been most helpful to me in planning balanced meals for sale in my business.

Restaurant cook. In the study of foods it has helped me to be a better cook. I learned to make yeast dough, pie crust, prepare vegetables, meats and how to serve food properly. Courses in homemaking have meant much to me with my present job.

Pastry cook. In the study of foods in homemaking, I learned how to cook cakes, pies, yeast breads and doughnuts. The cooking skill I learned in homemaking helps me very much in my present employment.

Food counter worker. My foods courses have been of great benefit to me in my present job. Fixing the salads, sandwiches and short order dinners takes me back to our classes in high school. Good grooming, personality and my ability to wear my clothes well are other skills which I am now able to use.

Salad girl in cafe. In our foods classes in home economics we learned to prepare, cook and serve foods. This helped me get the job I now have.

Waitress--restaurant. Personality development and being able to meet people and make them feel at ease have helped to make happy

satisfied customers. Also the fundamentals of waiting tables and good grooming have helped.

Domestic worker. Child care, furnishings, and foods classes provided information for me to work in private homes and as a waitress.

Laundress. In our special interest unit on laundry, I learned how to wash different kinds of fabrics and how to iron various kinds of fabrics. This has helped in my present employment. Also, it has helped me to keep neat and well groomed.

Presser. From studying homemaking, I learned first how to do a good job no matter what the job is. Knowing about home laundry has helped me hold my present job as a presser. Learning about food and nutrition, how to serve foods, keep house, how to plan and manage money have proved very helpful to me on other jobs as cafeteria work, domestic work and managing the home for myself and others.

Seamstress. My course in homemaking has been a great value to me in managing my home and caring for my young daughter. In college I sewed for myself and others. At present I'm self employed as a seamstress and have been offered work in a dress shop making alterations.

Seamstress. During college I worked part-time for the drama department in making costumes. Also one summer I worked part-time for a theatrical costumes company. The knowledge of sewing gained in home economics was mainly responsible for my obtaining this particular employment.

Garment factory worker. The sewing that I had in the home economics classes helped me a great deal in doing a good job for my employer.

The factory where I worked made dresses, and I worked on what is called "first operation"--sewing the shoulders of dresses together and putting on collars. I liked it very much. My reason for quitting was a transfer in my husband's job and to raise a family. I might add that I have two little daughters that benefit greatly from my sewing experience and are proud to say "Mommy made my dress."

Garment factory worker. I worked for a while in a garment factory. They were hiring only girls that were experienced. Because I had had home economics in high school and did most of the sewing for myself and daughters, I got the job. I am also very proud of the things I learned in homemaking and cooking. They have been very useful to me.

Garment factory worker. What I learned in home economics has been very helpful to me because my job requires that I know how to sew. I found my learning very helpful in getting the job. They don't have time to teach you. You are expected to sit down and sew.

Garment factory worker. Everything I know about sewing I learned in high school, and learning to do button holes has been most helpful because that is my major job operation.

Assembly line worker - shoefactory. In my work for a shoe company, my homemaking course in sewing helped me to run my machine, and my homemaking courses have helped me in my home as well.

Assembly line worker - electrical appliances. During our unit in applied science in homemaking, I learned the meaning of some electrical terms such as panel box, breaker grounding, ampere, voltage and how homes should be wired. We learned to fix ironing cords, and work on small appliances. This helped me to not be afraid to take the job I

now have. The skills I learned in sewing while taking homemaking helped me with my first job - sewing cutting and selecting coordinated colors in fabrics.

Assembly line worker. I think the one thing that has helped me most with my employment is what I learned about the development of one's personality. I learned to work well with others and to respect the individuality of others. When you work closely with others, this is an absolute necessity.

Custodian. I learned various cleaning methods for tile, hardwood, carpeting and furniture, which I use on my job.

Cosmetologist. I learned to be tactful, pleasant and to get along with people.

Beautician's assistant. My study of face types and cosmetics for various skin types has been of great help to me on my present job. I know how to keep myself looking neat and attractive. All of this I learned in home economics classes.

Registered nurse. The skills I learned in homemaking have been invaluable to me in my career of nursing. Establishing good relationships and developing those qualities so necessary in caring for the aged were instilled in me in my high school career.

Private duty nurse. The unit on home nursing and first aid in high school was what interested me in this work.

Laboratory technician in hospital. Better management of my time in homemaking duties that I learned in homemaking courses have been very helpful. I also learned to understand myself better and gained

poise and confidence that has enabled me to meet emergencies.

Hospital staff dietician. My food courses provided a desirable background which made foods and the selection and preparation more meaningful. Also, information on meal planning and skills learned in menu making and the importance of good nutrition and its relation to health have been most helpful to me in my profession.

Hospital technician. During our unit in home care for the sick, we took a field trip to the hospital which stimulated me. This is when I got my idea of wanting to be a nurse.

Practical nurse. My homemaking courses served as a good background in my practical nursing courses as there was a required amount of hours of study in diet and nutrition.

Nurses aid. In the tenth grade we studied how to take care of the sick. I liked this type of work and went on to use what I had learned along with other experiences I received on the job to make a living in this line of work.

Baby sitter. The study of human growth, and child care and development, has helped me to do a better job of caring for children - feeding, bathing, and teaching them to walk, talk, read, and learn stories and nursery rhymes. This course also has helped me to do housekeeping and prepare baby formulas and food.

Homemaking teacher. All the information learned in homemaking has been helpful in planning my program of work for my homemaking classes, especially do I remember flower arranging, laundry and clothing construction.

Physical education teacher. Proper etiquette, good grooming habits,

introduction to the biological and social development of children, identification of diseases related to malnutrition, colors and their stimulation of various responses have been helpful to me in my public school teaching work.

Teacher of retarded children. As a teacher of retarded children ages 13-17, much of my work is preparation for the responsibilities of management of a home. The three main essentials of life - food, clothing and shelter - and all their practical uses are studied. Much of the information I use in these areas was obtained in high school home economics.

Unit leader YMCA camp. As unit leader one of my duties was to plan a menu for all out-of-camp activities for my unit. This involved three meals for twenty people. I think my homemaking courses were of great value in planning and packing foods for safe consumption.

Social worker. In classes in family relations the girls developed an interest in family life. As a result I decided to be a social worker.

EMPLOYER COMMENTS

The comments of some of the former students indicated that high school homemaking courses had provided competencies that had been of assistance to them in entering and progressing in some gainful occupations. Personal letters were written to firms and individuals to determine the nature and extent of the influence of high school courses in homemaking on employment. Letters were written to 87 firms and individuals who had employed one or more of the former homemaking students participating

in the study. The firms and individuals selected were those who employed former homemaking students who were high school graduates and had not continued their education beyond high school. Firms and individuals were selected that represented the occupations in which the former students were more frequently employed.

Letters were sent to 58 firms and individuals in Arkansas and 29 firms and individuals outside of Arkansas. The letters requested the firm or individual to indicate whether preference in employment was given to girls who had high school homemaking courses, and whether or not these girls were more efficient than workers who had not had homemaking in high school.

A total of 60 replies were received from the firms and individuals. Thirty-nine indicated that no preference was given in employment to young women who had completed courses in homemaking in high school. Nineteen firms and individuals reported that some preference was given to young women who had high school credit in homemaking. The firms and individuals indicated that preferential treatment was given for secretaries, bookkeepers and other office occupations; food service workers; seamstresses and textile factory workers; and employees in food processing plants. Five persons who responded for business firms indicated that they did not know whether preference in employing workers was given to young women who had earned credit in home economics. Twenty firms and individuals indicated that they had observed that young women employees with high school credit in homemaking were more efficient in positions similar to those listed above, than employees with no high school credit in home economics.

Some firms wrote letters or comments concerning the value of home-making courses for gainful occupations. Some of these comments together with the occupations referred to are shown as follows:

Credit clerk. When hiring we do not ask the employee if she has had home economics courses, although we believe that home economics courses help a young woman to dress correctly, and have more poise and dignity, which has a bearing on an applicant's appearance.

Office clerk. We have employed high school girls who have completed courses in home economics. The course, within itself, was incidental to the employment. Most generally girls who have completed well planned courses in home economics have had considerable instruction in personal improvement, personal appearance, neatness and good grooming; also proper use of time to the best advantage. Well planned and executed courses in high school contributes to one's ability to present one's self in the various avenues that are important to the average office worker.

Maid. Home environment makes the greater difference. House cleaning not taught in schools.

Poultry plant worker. In the poultry processing business manual dexterity and stamina are the only prerequisites.

Seamstress. There is a growing need in our (woolen mills) industry for young women. Personally, I am very happy when we have an applicant showing she has had home economics. Each summer we give preference to these women though they work only through the summer months. Ninety percent of these we hire turns out well.

Seamstress (garment factory). We give preference to employing young

women if there was a background of vocational garment making of lots of high school sewing. Otherwise no. In fact, only a small amount of sewing in high school seems to hinder their efficiency.

Secretary (hospital). Preference is given to young women who have had home economics in high school because they are better able to adjust themselves to working conditions.

Commercial cook. When hiring a cook we give preference to the applicant who has had some commercial cooking experience. We can teach persons to cook according to our recipes, but in most cases a person with commercial experience is already accustomed to working on Saturday and/or Sunday. The willingness to work on the days needed is almost as important as the experience.

Assembly line worker. It is our custom if we have job vacancies in the summer to employ students. The only test required to secure one of these jobs is a manual dexterity test.

The comments of the former students and their employers indicate that secondary school courses in homemaking provide some of the competencies needed for various kinds of occupations, more especially those concerned with sales and service. An important aspect of job preparation is that of personality and personal relations and in the opinion of many of the former homemaking students and some of the employers, the abilities and competencies in personality and personal relations needed in gainful occupations have been obtained from high school courses in homemaking.

CHAPTER IV

COURSE CONTENT AND GAINFUL EMPLOYMENT

The data of Chapter III indicated that former homemaking students in Arkansas high schools had obtained some knowledges and skills in their homemaking courses that were useful in gainful occupations. The course content obtained included competencies in technical knowledge and skills and abilities concerned with personality and personal relations. These competencies and abilities were useful in various occupations in which they were employed at various times during the 10-year period for which data were obtained.

A continuation of the study of course content and gainful employment is included in Chapter IV. This chapter was designed to answer such questions as the extent to which instruction in knowledge and skills in home economics for gainful employment was included in homemaking curriculums, and what modifications and additions may be made in present curriculums to meet gainful employment needs. The procedure used to accomplish these objectives consisted of a study of the information supplied by the questionnaires and a study and discussion of job descriptions and analyses of occupations in which former students in homemaking were employed. A conference of consultants was convened to begin this study.

THE CONFERENCE OF CONSULTANTS

A two-day conference was held in Little Rock to discuss the

information obtained in the questionnaires with special reference to data concerned with gainful occupations and the information contained in the job descriptions. The conference personnel consisted of the state director and supervisors of home economics education, the state director of distributive education, and a secretary from the Arkansas State Department of Education, a homemaking teacher, a home economics teacher educator, the principal investigator and an assistant from the research project, and two special consultants from outside the state - a state director of home economics education and a state supervisor of distributive education.

The following materials were assembled prior to the conference to be used for discussion purposes: (1) fifty statistical tables showing distributions and relationships of data obtained from the questionnaire, (2) a number and variety of comments indicated on the questionnaire and special letters by students, (3) job descriptions and analyses of 70 occupations similar to those in which former homemaking students were employed, and (4) job titles at time of employment of former homemaking students.

The conferees discussed the implications of the statistical data and suggested the more important ones to be included in the study. Some suggestions were made for new tables and combinations of existing ones. A discussion of student comments brought forth the suggestion that some comments should be secured from employers.

JOB DESCRIPTIONS AND COURSES OF STUDY

The conferees examined the job descriptions previously obtained and discussed instructional units included in high school homemaking courses at the time the former homemaking students were enrolled in these courses.

The job descriptions were obtained in a variety of ways. Some were obtained by interviewing individuals employed in the occupations in question. These interviews were made by the state director and supervisory staff in home economics education of the Arkansas State Department of Education. Some job descriptions were secured from copies of job descriptions made by the State Employment Service, and from copies made by the Personnel Division of the University of Arkansas. A few job descriptions were obtained from text and reference books. An effort was made to select job descriptions for occupations as similar as possible to those in which the former homemaking students were employed.

Most of the job descriptions contained information concerning (1) nature of the work, (2) illustrations of the work, and (3) requirements of the work. An example of the type of information included in the nature of the work of a clerk was "routine clerical work of a limited complexity and variety". An illustrative example of the work was "sorts, codes, and files correspondence." The work requirements included the ability to deal tactfully with the public and to be well groomed.

These job descriptions of gainful occupations contained many competencies and abilities that were included in high school homemaking courses. The bulletin, Resource Materials for Developing Homemaking

Programs in Arkansas High Schools, was used as a guide for determining the teaching units that contained these competencies and abilities.[1] The guide contained learning areas in (1) personal, family and community relations, (2) family food ventures, (3) how we look and dress, (4) houses we live in, and (5) today's children.

Personal, family, and community relations included such units as learning to make and keep friends, understanding ourselves, the art of conversation, appreciation of home and family, and marriage relations. Food ventures included units on health and food, preparation and serving food, buying and storing food, party etiquette, special diets, safety and cleanliness and quantity cookery. The area of clothing and textiles included selection, construction, buying, altering, and tailoring clothing; fabrics; and personal grooming.

The area of housing included responsibility for and appreciation of one's house and home, use of color, selecting, purchasing and arranging furniture, selecting and using decorative accessories and functional house cleaning. The area of child care was concerned with making friends with children, understanding children's needs, play and recreation, problems of motherhood, and child growth and development.

The study guide also included suggested special interest units such as time management, personal and family finance, household equipment, health and first aid, employment problems, and crafts.

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[1] State Department of Education, Division of Vocational Education, Resource Material for Developing Homemaking Programs in High Schools, Little Rock, 1955.

COMPARISON OF JOB DESCRIPTIONS AND COURSES OF STUDY

The conferees in attendance at the special conference made some comparisons of the technical and personal requirements contained in the job descriptions of gainful occupations in which former homemaking students were employed, with the content of the information contained in the study guide. This comparison was made to determine the extent to which the courses of study provided knowledge and skills in home economics useful in gainful employment. It was suggested that the research staff give more attention to these comparisons in preparing the research report. The following comments indicated what knowledge and skills in homemaking courses contributed to gainful occupations in various occupational groups in which the former students were employed.

Professional, semi-professional and managerial occupations. Technical knowledge and skill in homemaking courses in such areas and teaching units as food and nutrition, home nursing and first aid, sanitation, child care and guidance, housekeeping and care of equipment, and record keeping have enabled laboratory assistants, licensed practical nurses, medical technologists, registered nurses, and executive housekeepers to enter and progress in these occupations. Personality factors included in some of the above units and in units concerned with personality development, personal appearance, and human relations have provided needed knowledge and skill in personal relations for former students employed in occupations of this group.

Clerical and kindred workers. The units of instruction in personal-its factors enumerated above, have contributed materially to the personal

appearance, grooming, work attitudes, getting along with others, neatness and cooperativeness of clerical workers. The competencies these workers obtained in these units of instruction in homemaking have enabled former students employed as secretaries, bookkeepers, office clerks, office machines operators, clerk typists, and post office clerks to obtain employment and progress in their gainful occupations.

Sales and kindred occupations. Various units in homemaking courses contained competencies and abilities in technical content and personality factors for sales workers who were employed in department stores, speciality shops, food stores, jewelry stores and home furnishings stores. Subject matter areas in foods, clothing and textiles, and home furnishings and decoration supplied most of the technical content involved, and the subject matter areas concerned with personal and community relations together with special interest units on home experiences, FHA, and employment problems supplied information and skill in competencies and abilities involving personal and employee relations.

Personal and domestic service occupations. Subject matter units in selection, preparation, serving and processing of food and food products; party etiquette and quantity cookery and health; first aid and home care of the sick, have provided many competencies in technical content for such jobs as cooks, countergirls, food service workers, hotel and motel housekeeping aides, hostesses, kitchen workers, salad girls, stewards, waitresses, domestic workers, laundry workers, nursemaids, practical nurses, and nurses aids. Employees in these occupations needed competencies in personality, grooming, cooperativeness and cleanliness.

Many of these competencies were included in course content in such areas and units of homemaking as personal and community relations, grooming, employment problems, and in activities of the Future Homemakers of America.

Skilled and semi-skilled occupations. This category included such occupations as upholsterer, factory sewing machine operator, assembly line worker, dressmaker, seamstress, elevator operator, milliner, janitor, and factory worker. The data of the study indicated that homemaking courses in the high school have included competencies and abilities needed by these workers in both the technical aspects and personality factors involved in each occupation.

The preceding discussion indicated that the high school courses in homemaking have provided needed competencies and abilities for many kinds of gainful occupations, some of which were directly related to homemaking and some of which were not related to homemaking. Some changes have been made in homemaking courses of study since the publication of the resource materials guide referred to above. These changes and revisions are considered in the following suggestions for making adjustments in present day homemaking curriculums to enable them to meet some of the needs of young women who may enter gainful occupations after graduation from the secondary school.

PRESENT DAY CURRICULUM ADJUSTMENTS TO MEET THE NEEDS OF GAINFUL OCCUPATIONS

This study was not intended to suggest that major emphasis in homemaking curriculums should be placed on competencies and abilities needed for gainful occupations. Homemaking curriculums in the

secondary school should be designed primarily to educate present and prospective homemakers for proficiency in the science and art of homemaking. Any adjustments to meet the needs of gainful occupations should be made without materially reducing the effectiveness of the homemaking curriculum for present and prospective homemakers.

The data of this study indicated that homemaking curriculums may meet the needs of present and prospective homemakers and at the same time provide knowledge and skills in home economics useful to homemaking students who enter gainful occupations. It is suggested that some modifications or additions may be made to present day curriculums that will not reduce effectiveness in the education of homemakers, but will increase effectiveness for the education of workers in gainful occupations.

Revisions in vocational curriculums for other occupational groupings have been made to accomplish this objective. For example, the courses of study in vocational agriculture have been enriched to provide knowledge and skills needed in agriculturally related occupations, without reducing the effectiveness of these courses for the education of farmers and prospective farmers. Some suggested modifications in homemaking curriculums to meet the needs of gainful occupations for students who enter employment after high school graduation are indicated as follows.

Modifications in day school courses. The new subject matter areas of (1) human development and the family, (2) home management and family economics, (3) food and nutrition, (4) textiles and clothing, and (5) housing, provide many opportunities for young women to acquire technical

content and personal abilities needed for gainful occupations. These competencies may be taught with little change in the subject matter content of the curriculum. Some special outside references and some opportunities for observation and practice in the occupation in which the student is interested will improve the subject matter content and serve as a means of stimulating the student to acquire the needed competencies.

It is suggested that more emphasis be placed on the careers unit in homemaking to include such topics as exploration of job opportunities for women, labor management relations, group relationships in business and industry, ethics, problems of absenteeism, securing and advancing in a job, legal aspects of employment, and management of personal resources.

Frequently, homemaking students who will enter the labor force after high school graduation are unwilling to face up to the fact that they will need competencies for use in gainful employment. An important factor in assisting these students to become interested in acquiring these competencies is the attitude and encouragement of the homemaking teacher. Both teacher and students should recognize the dignity of work - any work. Students who are looking for so called cultural occupations should recognize the fact that culture is an attitude and not an attribute of a special vocation. It is a process of valuing life and living it according to the values set upon it.

The homemaking teacher may find many types of resource material for stimulating homemaking students to recognize the importance of preparing for employment. Major industries and businesses have

descriptions of the jobs and opportunities in the specific industry. The school counselor will have occupational information about many vocations. Individual employers as a rule, are willing to discuss job opportunities and requirements with students. Slides, film strips, and motion picture films are obtainable from many sources. The interested teacher will find many other ways to stimulate and acquaint the student with the world of work.

Curriculum Modifications. A number of short unit courses involvinv knowledge and skills in home economics are now in use, primarily for adults who are in gainful employment. These courses are for both first entry and progress in an occupation. Among these are child day care worker, home management aide, hotel and motel housekeeper, food service worker, family dinner specialist and personal wardrobe maintenance specialist. Special instructors are employed for these short courses.

It is suggested that this type of instruction may be adapted to day-school classes as well as evening classes. Some modifications in content and method would perhaps need to be made. Units of three to six weeks with some choice on the part of the student seems advisable. These courses may well be placed in the senior year for students who have come to realize that they will enter the labor force upon graduation. These technical content courses should follow the unit on careers, previously mentioned. Special instructors should be provided for these day-school short unit courses. These special instructors should be under the supervision of the local homemaking teacher. Advisory committees and job analyses will be useful in planning the course content

and methods of instruction.

The ever increasing need for more advanced knowledge and skills than those available in high school courses suggests that homemaking students who plan to enter the labor force after high school graduation should be encouraged to continue their education. This means that post high school technical education courses in home economics, both day-school and evening, should be provided in area vocational schools and junior colleges. Offerings in these educational institutions should include course titles such as food service manager or supervisor, dietitian's assistant, professional demonstrator's assistant, laboratory tester and technician, home and institutional management assistant, interior decorator's assistant, child care center assistant and fashion coordinator assistant.

The local school administration and homemaking teacher should keep in mind the important fact that about three-fourths of the girls in secondary school will enter the labor force sometime during their late teens and early twenties. In times past, most of them have entered employment with no special education or training for the occupation of their employment. The courses in vocational home economics provide the only opportunity most of these young women will have for acquiring knowledge and skill needed in their gainful occupations. Without taking anything from homemaking courses for home and family living, something should be added to these courses to better enable these young women to perform as efficiently as possible in the world of work.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study was primarily concerned with an identification of the knowledge and skills included in high school courses of study in vocational homemaking that were useful in gainful occupations; together with some suggestions for modifying present day courses in vocational homemaking to better meet the needs of girls who enter employment after graduation from high school. The study is not designed to suggest changes in homemaking courses to make them less efficient in the education of homemakers.

Statistical data were obtained from 1,640 former students who enrolled in first-year homemaking courses during the school year ending in 1955. These former students were in 82 schools located in 51 counties of Arkansas. The data were obtained from former students by questionnaires distributed to teachers who had taught in the same school since 1955. The supervisory staff in home economics education assumed responsibility for delivering the questionnaires to the teachers.

The statistical data indicated that about 79 percent of the former homemaking students were high school graduates, and 71 percent had been employed in gainful occupations, since 1955. About 76 percent of the former students were married and most of the former students had completed two or three years of homemaking in high school.

About 23 percent of the former homemaking students were married before high school graduation and 19 percent of them dropped out before high school graduation. Most of the dropouts left school to be married

and relatively few of these were employed during the 10-year period of the study. About 600 former students continued their education beyond high school. Stenography for business college students, cosmetology for technical school students, and teaching for academic college students were popular major subjects.

Most of the former homemaking students who entered the labor force upon graduation from high school found employment in clerical, sales and service occupations. The college graduates for the most part entered the teaching field in elementary education. Most of the former students found employment in Arkansas and about one-third in the same county in which the school they attended was located.

About one-half of the former students reported that they had acquired competencies in homemaking courses that were used in their gainful occupations. Among the more important skills acquired in homemaking courses and used in gainful employment were technical skills involving cooking, sewing, health care, home management and child care. The former students also indicated that they had acquired skills in grooming, personal relations, neatness and etiquette, that had been of assistance to them in securing and progressing in a gainful occupation.

Former students and employers were asked to comment on the effectiveness of competencies acquired in homemaking courses and used in gainful occupations. Student comments indicated that both technical information and personality factors had been useful. Fewer employers made comments, but a number indicated that preference was given in employment to students who had high school credit in home economics.

The conference of consultants examined job descriptions for 70

occupations similar to those in which former homemaking students participating in the study were employed during the period covered by the study (1955 to 1965). The consultants found that job descriptions in clerical and kindred occupations contained many references to personality factors that are usually included in homemaking courses. The job descriptions of sales and service occupations not only included required competencies in personality factors, but also some technical knowledge and skills usually included in vocational homemaking courses. A study of other occupational groups revealed the presence of some of the competencies included in high school vocational homemaking courses.

CONCLUSIONS

The data of the study suggested that present day vocational homemaking courses in the high school may provide some of the abilities and competencies that are needed by young women who maintain homes and work in gainful occupations. Since these courses provided competencies needed in gainful occupations, they meet the definition of vocational education implied in the 1963 vocational education law. It is not suggested or implied that homemaking courses should provide all the competencies needed in these gainful occupations. Other vocational courses are available in many schools that are designed to give pre-employment education in a variety of clerical, sales, agricultural and industrial occupations, and many young women are enrolled in these courses.

However, many high school girls are unable to obtain vocational education courses other than those in vocational homemaking. This is because of the limited offerings in vocational education in many schools

and difficulties in scheduling classes. These young women will enter the labor force after high school graduation. Any abilities and competencies they may obtain from vocational homemaking courses that are needed in gainful occupations will be to their advantage when they seek employment.

It is suggested that some modifications may be made in present day vocational homemaking courses that will provide some of the competencies needed for gainful employment and not reduce the effectiveness of homemaking courses for homemakers. These modifications may be in the nature of more information about the world of work more especially in the occupations in which the young women are usually employed. This information may be obtained from job descriptions, reference material, oral discussions by employers, and field trips. Special emphasis may be placed on certain parts of units containing technical knowledge and skills in home economics needed in gainful employment and students may be encouraged to secure and master such knowledge.

The importance of good grooming, proper makeup, pleasing personality, intelligent conversation, cooperative attitudes and the ability to get along with others are concepts that have proved as important as technical know-how. Homemaking curriculums have long emphasized these personality factors in various curricular and extra-curricular activities. Very little additional effort will be needed to show the implications of these personality traits to the matter of securing and progressing in a gainful occupation.

It is suggested that the high school program of studies include some short unit courses designed to provide knowledge and skills in home

economics for young women who plan to enter the labor force after high school graduation. These courses should be provided on the basis of need and interest, and special attention should be given to describing and pointing out their possibilities for gainful employment.

The courses may include the knowledge and skills needed for occupations in the preparation and serving of food in commercial eating places, hotel and motel housekeeping, child care, care of the aging, power sewing, technical information for salespersons who are engaged in selling goods and services related to home economics, and home management and home decoration occupations.

The courses of three to six weeks duration should be placed in the senior year and should carry high school credit. It is suggested that the homemaking teacher serve as a supervisor for these courses, but that some other person qualified in the occupation in question be employed to teach the classes in much the same manner as that employed in adult classes for gainful occupations.

The important fact that about three-fourths of the young women now in high school will shortly enter the labor force should not be overlooked. Then too, it should be remembered that the only opportunity for vocational education for many of these individuals will be in vocational homemaking courses. Therefore, any assistance the public schools may provide in the vocational education of these persons to better enable them to fill their inevitable role of homemaker wage-earner will add to the satisfaction they obtain from their home and family life and to the efficiency of their employment.

APPENDIX

Statistical Tables

The Questionnaire

Names of Participating Teachers

TABLE 1. AVERAGE DAILY ATTENDANCE OF SCHOOL DISTRICT IN WHICH STUDENTS ATTENDED SCHOOL, FORMER HOMEMAKING STUDENTS, ARKANSAS

Average daily attendance of school district	Former students who attended	
	Number	Percent
(1)	(2)	(3)
Less than 500	312	19
500 - 999	766	47
1000 - 1499	300	18
1500 - 1999	124	7
2000 - 2499	45	3
2500 or more	93	6
Total	1640	100

TABLE 2. PRESENT ADDRESS OF STUDENTS WITH REFERENCE TO LOCATION OF SCHOOL ATTENDED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Present address	Former students	
	Number	Percent
(1)	(2)	(3)
Same town as that of school	398	24
Same county as that of school	91	6
Arkansas	354	22
Border states (La., N.M., Okla., Tex.)	138	8
Other states in the United States	462	28
Outside United States	8	*
Not indicated	189	12
Total	1640	100

TABLE 3. NUMBER OF YEARS STUDENTS WERE ENROLLED IN HOMEMAKING COURSE, FORMER HOMEMAKING STUDENTS, ARKANSAS

Years enrolled in homemaking course	Students enrolled	
	Number	Percent
(1)	(2)	(3)
One year	218	12
Two years	619	39
Three years	545	33
Four Years	161	10
Not indicated	97	6
Total	1640	100

TABLE 4. RELATION OF TIME OF FIRST MARRIAGE AND MAJOR OCCUPATIONAL GROUP IN WHICH FORMER STUDENTS ARE PRESENTLY (1965) EMPLOYED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time of first marriage	Number of former students	Occupational group in which presently employed					
		Professional and Managerial	Clerical and Sales	Service	Skilled Work	Semi-skilled work	Unskilled work
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Before high school graduation	72	5	23	28	1	13	2
After high school graduation, before college	162	11	79	32	2	28	10
During college	67	32	30	4	0	0	1
After college graduation	83	60	16	4	0	3	0
Not indicated	218	59	56	65	1	27	10
Total	602	167	204	133	4	71	23

TABLE 5. NUMBER OF CHILDREN PER FAMILY FOR FAMILIES OF FORMER STUDENTS INCLUDED IN STUDY, FORMER HOMEMAKING STUDENTS, ARKANSAS

Number of children per family	Families of former students	
	Number	Percent
(1)	(2)	(3)
One	366	31
Two	462	39
Three	219	18
Four	90	8
Five	37	3
Six or more	14	1
Total	1188	100

TABLE 6. SUBJECTS STUDIED BY FORMER HOMEMAKING STUDENTS WHO ATTENDED A BUSINESS COLLEGE OR TECHNICAL SCHOOL, FORMER HOMEMAKING STUDENTS, ARKANSAS

Subjects studied	Total number attending	Students who indicated they studied subj. in		
		Business college	Technical school	not indicated
(1)	(2)	(3)	(4)	(5)
Stenography	37	31	1	5
Bookkeeping	22	16	2	4
Clerical work	28	22	1	5
Cosmetology	44	0	31	13
Practical nursing	25	1	13	11
Registered nursing	34	0	25	9
Data processing	2	2	0	0
Other	26	16	5	5
Total	218	88	78	52

TABLE 7. NUMBER OF YEARS STUDENTS ATTENDED COLLEGE OR UNIVERSITY, FORMER HOMEMAKING STUDENTS, ARKANSAS

Years attended college or university	Students attending	
	Number	Percent
(1)	(2)	(3)
One year	93	24
Two years	76	19
Three years	33	8
Four years	179	46
Not indicated	10	3
Total	391	100

TABLE 8. KIND OF DEGREE RECEIVED BY HOMEMAKING STUDENTS WHO GRADUATED FROM A JUNIOR OR SENIOR COLLEGE, FORMER HOMEMAKING STUDENTS, ARKANSAS

Kind of degree received	Students indicating degree received	
	Number	Percent
(1)	(2)	(3)
Associated in Science	2	1
Bachelor of Arts	44	29
Bachelor of Science	102	67
Master of Arts	3	2
Master of Science	2	1
Total	153	100

TABLE 9. RELATION OF EDUCATIONAL BACKGROUND OF FORMER STUDENTS PRESENTLY (1965) EMPLOYED AND OCCUPATION IN WHICH EMPLOYED, FORMER HOME-MAKING STUDENTS, ARKANSAS

Present occupation	Number of former students	Educational background		
		High school	1-2 years business or technical school	1-4 years college or university
(1)	(2)	(3)	(4)	(5)
Teachers				
Elementary	34	34	0	34
Secondary	64	64	0	61
Registered nurse	15	14	15	5
Lab assistant	11	11	0	7
Bookkeepers	24	22	5	3
Clerks - general	37	35	5	12
Clerks - financial	16	15	4	7
Secretaries	59	55	13	24
Sales clerks	13	9	0	3
Maids, general	41	28	5	2
Cooks, except private family	10	3	0	0
Waitresses, except private family	20	12	1	0
Barbers, beauticians & manicurists	13	11	11	0
Midwives & practical nurses	15	13	8	2
Attendants, hospital and other institutions	17	10	0	2
Occupations in manufacture of textiles	14	10	1	0
Dressmakers & seamstresses	31	26	2	1
Miscellaneous assembly occupations	13	12	1	2

TABLE 10. TIME OF EMPLOYMENT OF STUDENTS AND NUMBER AND PERCENTAGE OF STUDENTS WORKING AT THE TIME INDICATED, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time of employment	Students who worked at time indicated	
	Number	Percent
(1)	(2)	(3)
Before high school graduation	212	13
After high school graduation	432	26
During college only	63	4
After college graduation only	117	7
Before and after high school graduation only	182	11
Before high school graduation and during college only	29	2
Before high school graduation, during college and after college graduation only	39	2
Before high school graduation and after college graduation only	28	2
During college and after college only	66	4
Not employed at any time	267	16
Not indicated	205	13
Total	1640	100

TABLE 11. RELATION OF TIME FORMER HOMEMAKING STUDENTS WORKED AT GAINFUL EMPLOYMENT AND PERCENTAGE WHO WORKED FULL TIME AND PART TIME, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time of employment	Number of employments of former students	Percentage of students who were employed		
		Full time	Part time	Not indicated
(1)	(2)	(3)	(4)	(5)
Before high school graduation	463	14	84	2
After high school graduation before college	576	73	22	5
Before completion of college	215	48	47	5
After college graduation	232	91	6	3
Present employment	602	83	13	4
Total	2088	62	34	4

TABLE 12. RELATION OF TIME OF EMPLOYMENT AND MAJOR OCCUPATIONAL GROUP AT TIME OF EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS

Occupational group	Number of employments of former students	Time of employment				
		Before high school graduation	After high school graduation	Before completion of college	After college graduation	Present employment
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Professional and managerial	360	7	13	28	145	167
Clerical and sales	917	176	315	151	71	204
Service	532	225	134	25	15	133
Agricultural	24	14	8	0	0	2
Skilled	8	0	3	0	1	4
Semi-skilled	165	24	65	7	0	69
Unskilled	82	17	38	4	0	23
Total	2088	463	576	215	232	602

TABLE 13. RELATION OF TOPOGRAPHY OF COUNTY IN WHICH SCHOOL WAS LOCATED AND HOMEMAKING STUDENTS WHO ARE PRESENTLY (1965) EMPLOYED IN HOME ECONOMICS RELATED JOBS, FORMER HOMEMAKING STUDENTS, ARKANSAS

Topography of county	Number of former students presently employed	Students working at jobs related to home economics	
		Number	Percent
(1)	(2)	(3)	(4)
Hills	72	17	24
Border mixed	130	36	28
Coastal plains	167	54	32
Delta	233	69	30
Total	602	176	29

TABLE 14. STUDENTS WHO INDICATED THAT KNOWLEDGE AND SKILL ACQUIRED IN HOMEMAKING COURSES HAVE BEEN USEFUL IN GAINFUL EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS

Time of employment	Students indicating knowledge and skills useful	
	Number	Percent
(1)	(2)	(3)
After high school before college	207	27
After high school during college	43	6
After completion of college	51	7
Before high school graduation and at present	190	24
During and after college	58	7
After high school after college	10	1
Present employment	218	28
Total	777	100

TABLE 15. SKILLS IN FOODS, CLOTHING, AND PERSONALITY FACTORS ACQUIRED IN HOMEMAKING COURSES AND USED IN GAINFUL EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS

Kinds of skills used	Students reporting skills acquired and used	
	Number	Percent
(1)	(2)	(3)
Foods (169)		
Selection	14	2
Preparation	95	11
Serving	21	3
Table setting	12	1
Nutrition and meal planning	24	3
Special diet	3	*
Clothing (279)		
Selection	157	21
Construction	113	14
Cleaning	9	1
Personality factors (352)		
Personality	119	15
Dependability	11	1
Getting along with others	125	16
Attitude, patience, poise	16	2
Efficiency	3	*
Confidence	21	3
Cooperation	57	7
Total	800	100

TABLE 16. SKILLS IN HOME MANAGEMENT ACQUIRED IN HOMEMAKING COURSES AND USED IN GAINFUL EMPLOYMENT, FORMER HOMEMAKING STUDENTS, ARKANSAS

Kinds of skills used	Students acquiring and using skills	
	Number	Percent
(1)	(2)	(3)
Budgeting money	14	13
Budgeting time	52	46
Care of the home	38	34
Other	8	7
Total	112	100

ARKANSAS STATE DEPARTMENT OF EDUCATION AND UNIVERSITY OF ARKANSAS, COOPERATING

Follow-up-Record of Homemaking Students in Arkansas Secondary Schools

This questionnaire is to be completed by students who entered high school in 1954 and enrolled in homemaking classes in either their freshman or sophomore years.

____ 1. School_____ Town_____

____ 2. Name of student_____

____ 3. If married give married name_____

____ 4. Present address_____

____ 5. Year entered homemaking course (Check one) 1954-55_____ 1955-56_____

____ 6. Number of years in homemaking (Ninth grade or above—check one) 1_____ 2_____ 3_____ 4_____

____ 7. Did you graduate from high school? (Check one) Yes_____ No_____ Year of graduation_____

____ 8. If you did not graduate indicate year of dropout._____ Indicate reason for dropout. (Check one)

____ Married_____ Moved_____ Illness_____ Employment_____ Other._____

____ 9. Did you attend business college or technical school? If so give name and address of school or college._____

_____

____ Number of years attended (Check one) 1____ 2____ 3____ 4____ Did you graduate? (Check one) Yes____ No____

____ Name of subject (Check one) Stenography_____ Bookkeeping_____ Clerical Work_____ Cosmetology_____

Practical Nursing_____ Registered Nursing_____ Data Processing_____ Other_____

____10. Did you attend junior or senior college or university? Yes_____ No_____ If yes, indicate number of years.

____ (Check one) 1_____ 2_____ 3_____ 4_____ Name of degree_____

____11. Major subject in College (Check one) Home Economics_____ English_____ Social Science_____ Mathematics_____

Physical Science_____ Elementary Education_____ Music_____ Other_____

____12. Are you married? (Check one) Yes_____ No_____ If not married now have you ever been married?

____ Yes_____ No_____ If you are married or have been married indicate time of your first marriage by checking one

____ of the following: Before high school graduation_____ After high school graduation, before college_____

During college: freshman year_____ sophomore year_____ junior year_____ senior year_____ After college graduation_____

____13. If you have children indicate number._____

____14. If you have worked or are presently employed for wages or salary, please complete the forms on the back side of this page.

EMPLOYMENT FOR WAGES OR SALARY

____15. Before high school graduation. Full time work_____ Part time work_____

____ (1) Kind of work_____

(2) Name of firm or employer_____

(3) Address of firm_____

____16. After high school graduation—before college. Full time work_____

Part time work_____

____ (1) Kind of work_____

(2) Name of firm or employer_____

(3) Address of firm_____

____17. Before completion of college. Full time work_____ Part time work_____

____ (1) Kind of work_____

(2) Name of firm or employer_____

(3) Address of firm_____

____18. After college graduation. Full time work_____ Part time work_____

____ (1) Kind of work_____

(2) Name of firm or employer_____

(3) Address of firm_____

____19. Present employment. Full time work_____ Part time work_____

____ (1) Kind of work_____

(2) Name of firm or employer_____

(3) Address of firm_____

____20. Indicate some of the information and skills you learned in homemaking courses that have been useful in your work for gainful employment._____

_____

_____

_____

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NAMES OF PARTICIPATING TEACHERS

The state director and supervisors of home economics education visited 89 teachers of homemaking in the public schools of the state and requested their assistance in securing the information for the research study. The names of the 85 teachers who participated in the study together with the schools in which they were employed are as follows:

Name of teacher	Name of school	Post Office
Mrs. Barbara Adams	Nemo-Vista	Center Ridge
Miss Thelma Arbor	Columbia County	Magnolia
Mrs. Marjorie Askew	Waldo	Waldo
Mrs. Nina Atkinson	Peake	Arkadelphia
Mrs. J. A. Bagwell	West Memphis Senior	West Memphis
Miss Sarah Barrett	Tuckerman	Tuckerman
Mrs. Jack Bell	DeQueen	DeQueen
Mrs. John Beveliaque	Barton	Barton
Mrs. Lugene Bowden	Valley Springs	Valley Springs
Mrs. Barbara Bradley	Rose Bud	Rose Bud
Miss Aubra Brickey	Greenbrier	Greenbrier
Miss Elsie Caywood	Rosenwald	Osceola
Mrs. Frances Clardy	Mineral Springs	Mineral Springs
Mrs. Ellie Cooper	S. A. Jones	North Little Rock
Miss Alter Lee Cowans	Bradley County	Warren
Mrs. Albertha Craddock	Foster	Lewisville
Mrs. Eulestine Davis	J. S. Walker	Wabbaseka
Mrs. Foye Davis	Horatio	Horatio
Miss Sue Dorman	Earle	Earle
Mrs. Mary Ruth Fallin	Stamps	Stamps
Mrs. Joel Ferrell	Brinkley	Brinkley
Mrs. J. A. Gipson	Benton	Benton
Mrs. Wanda Grady	Anna Strong	Marianna
Mrs. Hazeldine Greene	Paragould Senior	Paragould
Mrs. Jack Gresham	Fordyce	Fordyce
Mrs. Thelma Hammond	Conway County	Menifee
Mrs. Ruth Hanegan	Hope	Hope
Mrs. Lola Hardaway	Strawberry	Strawberry
Mrs. Martha Harding	Clarendon	Clarendon
Mrs. Ersaline Harris	Oak Grove	Rosston
Mrs. Alice Hester	Eliza Miller Senior	Helena
Mrs. Beda Sue Hogue	Green Forest	Green Forest
Mrs. Martha B. Holt	Lincoln	Camden

Name of teacher	Name of school	Post Office
Mrs. Clara M. Howard	Washington	Texarkana
Mrs. Kathleen Jett	Parkin	Parkin
Mrs. America Jones	Immanuel	Almyra
Mrs. Lucille Kennedy	Anna Strong	Marianna
Mrs. Anna Mae King	Pine Bluff Senior	Pine Bluff
Miss Era King	Lamar	Lamar
Mrs. Elsie Lowder	Marion	Marion
Mrs. Doris Mabry	Oil Trough	Oil Trough
Mrs. Jessie Malin	Rector	Rector
Miss Velma Martin	Fuller	Little Rock, Rt. 18
Mrs. Ethel Mason	Langston	Hot Springs
Miss Lucille McCall	Lincoln	Forrest City
Mrs. Grace McGehee	Alpena	Alpena
Miss Melba Lee Moore	Harrisburg	Harrisburg
Mrs. Geraldine Newkirk	Fountain Lake	Hot Springs
Mrs. Mabel Owen	Monticello	Monticello
Mrs. Gladys Paschal	Rogers Senior	Rogers
Miss Maudalene Patterson	Booneville	Booneville
Mrs. LeEunice Pearson	Childress	Wynne
Mrs. Marguerite Phillips	Osceola	Osceola
Mrs. Meriam Reddin	Hampton	Hampton
Mrs. Faye Sadler	Perryville	Perryville
Mrs. Mary Sallee	Pocahontas	Pocahontas
Mrs. Jack Searcy	Lewisville	Lewisville
Mrs. Lerlean Simpson	Little River County	Ashdown
Miss Mary Sledge	Union County	Smackover
Mrs. Armetta Smith	Holman	Stuttgart
Mrs. Audrey Smith	W. F. Branch	Newport
Mrs. Maxine Smith	Gentry	Gentry
Mrs. Lillie Sowell	Piggott	Piggott
Mrs. Estell Spearman	Yerger	Hope
Mrs. Margaret Stewart	Gillett	Gillett
Mrs. Hazel Summers	Conway Senior	Conway
Mrs. Flora Taylor	Laura Conner	Augusta
Mrs. Annie Mae Thomas	Ethel O. Miller	Batesville
Mrs. Eula Thomas	Wolfe Tillar	Rohwer
Mrs. Helen Tillman	Bergman	Bergman
Mrs. Emogene Tilmon	Paris	Paris
Mrs. Ercerene Turner	Booker T. Washington	Jonesboro
Mrs. Wendell Utley	Magnolia Senior	Magnolia
Mrs. Mary B. Walker	Amity	Amity
Mrs. Ruth Walker	Slack-LeGrande	Wilmot
Mrs. Melba Walton	Fouke	Fouke
Mrs. Lillar Mae Waters	Texarkana	Texarkana
Mrs. Eva Welch	Beebe	Beebe
Mrs. Katie B. Wharton	Cabot	Cabot
Mrs. Clara Mae Williams	Central	Parkin
Mrs. Aileen Wilson	Sheridan	Sheridan
Mrs. Judy Wisley	Booneville	Booneville
Mrs. F. E. Wisner	Cotton Plant	Cotton Plant
Mrs. Dorthuelia Woods	Pine Street	Conway
Mrs. Verna Wright	Russellville Senior	Russellville